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## THE HIGH SCHOOL JOURNAL

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## EDITORIAL COMMENT

Behold the estimate Chicago places upon her children and her dollars! \$18,000 a year for a superintendent of schools, and \$12,000 for an assistant superintendent! If the Windy City were less fortunately located—i. e., in some other states—the sanity of her school board might become a matter of legislative investigation.

North Carolina bought Liberty Bonds and War Savings Stamps to the amount of \$150,000,000. In 1918 her farm crops were valued at \$700,000,000, an increase of \$250,000,000 over the preceding year. Are we as a state really too poor to educate all the citizens of tomorrow?

If the Peace Conference should give us a new calendar, how would anybody ever be able to answer the time-honored question: How old is Ann?

Is teaching, in your case, a profession or an accident? We've heard that there are those with whom it seems to be just a series of accidents.

Get your school in line for the Fifth Victory Loan. It behooves us to *finish the job*, and the schools must not fail to do their part.

We ask the kind indulgence of our readers for our delay in getting out this number of the JOURNAL. Circumstances over which we had no control are responsible for it. Our next number will appear not later than May 10th.

Are you planning to attend Summer School this year? The standard summer schools of the country

have never offered finer courses or greater opportunity for professional improvement than they are offering this year. Nor have progressive teachers ever had greater opportunity to turn summer school attendance immediately to good account. Think it over.

Tell us what you are doing in the way of teaching Americanism in your school. By the way, would it not be worth while to devote a part of your commencement program to this subject?

The North Carolina College for Women, Greensboro, has called a conference on rural education for the improvement of teaching in rural schools, April 16-17. If you can attend, you will find the meeting worth more to you than can be estimated in dollars and cents. Better attend if you can.

Has Bolshevism appeared in your school or in your community? Have you undertaken to give your students a definite conception of what it is and how dangerous it is to established institutions? It appears in many forms and in unexpected places! Its antidote is *Americanism*.

## Our Special Columns

Last month we began the "English Teachers' Column"; this month we are adding the "Latin Column." It is our plan to continue these columns as monthly features of the JOURNAL so long as the interest shown by the teachers of these subjects is sufficient to warrant our doing so. We should like to add special columns for other departments of high school work, and probably will do so later.

Now, if these columns are to fulfill the purpose for which they are conducted, if they are to be really helpful in the fullest measure possible, it is quite necessary that teachers make use of them to exchange information and opinion. Teachers are invited to ask any questions about the teaching of their subjects they may care to ask and to send in short communications for publication.—N. W. W.

## High School Text-Book Law

North Carolina's high school text-book law enacted by the General Assembly of 1919, although in force from the date of its ratification, will not operate to change the high school text-books now in use, until the beginning of the school year 1920-'21. The present plan of selecting text-books for use in the high school will, therefore, remain in effect for the next

school year, 1919-'20; and the books now in use will be used until the new adoptions go into effect. No change should be made unless it is absolutely necessary in the interest of increased efficiency. Old books now in use should not be thrown out simply for the sake of a change. Any changes that become necessary may be made at the time new classes are organized or new subjects introduced. The lists of books from which selections may be made, in case changes are necessary, will be found in *High School Leaflet No. 15*, a copy of which will be sent upon request to any principal or teacher. The new law will be published in leaflet form at once for the information of superintendents, publishers, and others interested.—N. W. W.

### *High School Instruction in Country Schools*

The State Superintendent of Public Instruction and the State High School Inspector have worked out the following tentative plans providing for high school instruction under North Carolina's new six months school law. Both superintendents and high school principals are requested to study these tentative plans with reference to the application to their respective schools.

1. No school will be recognized as competent to sustain a high school department unless it is maintained for at least eight months—six months by the state and county and at least two months by the district.

2. All two-teacher schools will be classified as elementary schools, but high school instruction may be permitted, though the teachers will not be compelled to hold high school certificates.

3. All three-teacher schools that do not have an average daily attendance of at least twenty high school pupils, will be classed as elementary schools. Some latitude will be allowed, however, in these schools in the matter of attendance. For example, a school with an average attendance of thirty students below the seventh grade, and as many as twenty in the seventh and the grades above the seventh, may have three teachers, provided at least ten of these students are above the seventh grade.

4. A three-teacher school will be recognized as a school maintaining a high school department when the number of high school pupils in average daily attendance is twenty. One high school teacher will be allowed and the whole time of such a teacher must be devoted to high school instruction. If the number of pupils in average daily attendance is thirty, two teachers in the high school department will be allowed. The teacher in charge of this school will be rated as

the principal of an elementary school and the teacher of high school subjects and may be paid on the basis of principal of elementary schools.

5. The former rules and regulations governing the establishment of high schools are continued in force for all high schools having as many as two teachers devoting their whole time to high school instruction.

### *An Interesting Experiment*

After a period of experimentation lasting for three years there has been perfected in New York City an organization known as the Vocational Guidance Bureau of New York City. It began its work in Public School No. 147; it is now established in three elementary schools. The Bureau is jointly financed by the Henry Street Settlement, the People's Institute, and the Alumni of Public School No. 40.

Its function is threefold: to try to influence children to stay in school even when they are of age to receive working certificates; to study children for the detection of special aptitudes and try to secure adequate development of such traits; to give advice to children in both elementary and secondary schools as to their choice of a vocation and to see that they are trained for the job.

The administration of this work is a most interesting study but limited space here prevents further details. Similar experiments are now being carried on in Chicago, Philadelphia, and Cincinnati.—L.A.W.

### *Elementary Normal Training*

If the California legislature enacts into law the proposal of Dr. E. C. Moore, which has the backing of Southern California and the sympathetic attitude of the State University, California will have a unique institution.

The Los Angeles State Normal School will be a branch of the State University with a provision in the law that it can graduate only college trained teachers whose diploma will specify that its holders can teach only in elementary schools. It is to be a university to prepare elementary teachers only.

Up to this time the passion of state normal schools for degree privileges has been to prepare teachers for high schools.

President Moore's attitude is that elementary teachers should be college educated and that the college education for elementary schools is not a college education for high school education.

To some educators this will be regarded as evolutionary; to others it will be revolutionary.—*Journal of Education*.